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Faculty Senate Monthly Packet December 2005

Portland State University Faculty Senate

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PORTLAND STATE
UNIVERSITY
FACULTY SENATE



TO: Senators and Ex-officio Members to the Senate
FR: Sarah E. Andrews-Collier, Secretary to the Faculty

The Faculty Senate will hold its regular meeting **December 5, 2005**, at 1500 in room **53 CH**.

AGENDA

- A. Roll
 - *B. Approval of the Minutes of the November 7, 2005, Meeting
 - C. Announcements and Communications from the Floor
 - Provost's Report
 - D. Unfinished Business
 - None
 - E. New Business
 - *1. Graduate Council Course Proposals and Program Proposal for Ph.D. in Mechanical Engineering - Wakeland
 - F. Question Period
 - 1. Question for Administrators (to be distributed to Senators on November 30)
 - 2. Questions from the Floor for the Chair
 - G. Reports from Officers of the Administration and Committees
 - 1. Report of the Interinstitutional Faculty Senate Meeting of 2-3 December 2005 at PSU – Burns
 - *2. Educational Policies Committee Quarterly Report - Elzanowski
 - H. Adjournment
- *The following documents are included with this mailing:**
- B Minutes of the Meeting of November 7, 2005
 - E-1 Graduate Council Course and Program Proposals
 - G-2 Education Policies Committee Quarterly Report

PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, November 7, 2005
Presiding Officer: Duncan Carter
Secretary: Sarah E. Andrews-Collier

Members Present: Agorsah, Anderson, Bertini, Bleiler, Brennan, Brenner, Brown, Buddress, Bulman, Burns, Carter, Caskey, Clucas, Collier, Crawshaw, Cummings, Endress, Farquhar, Feng, Fernandez, Flower, Fosque, George, Gillpatrick Grant, Gregory, Halvorsen, Hoffman, Howe, Jackson, Jivanjee, Dan. Johnson, R. Johnson, Ketcheson, Kominz, Labissière, Larson, Lawrence, Livneh, MacCormack, Maier, McBride, L. Mercer, R. Mercer, Miller-Jones, Morgaine, Ocegüera, Ramiller, Rectenwald, Reder, Repp, Reynolds, Rueter, Schechter, Sedivy, Shusterman, Stevens, Stoering, Thao, Wamser, Watanabe, Weasel, Wetzel, Wollner, Yachmenoff, Yuthas.

Alternates Present: J Smith for Becker, Collins for Hagge. Fountain for Johnson, Barton for Knights, Ott for Mandaville, Carlson for Padin, Toth for Shapiro, Magaldi for Tate, Paradis for Thompson.

Members Absent: Angell, Balshem, Black, Cardenas, Cotrell, Dill, Fischer, Fletcher, Hansen, Hook, Hunter, Isaacson, Kapoor, Lall, Latiolais, Mathwick, Medovoi, Meekisho, Powers, Sharkova, Shattuck, Smallman, Squire, Toppe, Wadley, Harvey for Works, Wosley-George.

Ex-officio Members

Present: Andrews-Collier, Bernstine, Driscoll, Dyck, Fortmiller, Kaiser, Koch, Lawrence, Murdock, Nelson, Rhodes, Spalding, Wallack.

A. ROLL

B. APPROVAL OF THE MINUTES OF THE OCTOBER 3, 2005, MEETING

The meeting was called to order at 1503. The minutes were approved as published, after "D.2."

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

Changes to the November 7, 2005 Agenda:

Item "E.1." is deleted.

Changes in Senate/Committee memberships since October 3, 2005:

Walton Fosque has been elected to the Committee on Committees by the FPA caucus.

Brad Hansen, FPA, has been appointed to the Educational Policies Committee
Richard Wattenberg, FPA, has been appointed to the Budget Committee.

Sandy Wiscarson, ED, has resigned from the Educational Policies Committee

Benefits Update - Association of Oregon Faculties (AOF) spokesperson Bill Linden

With respect to retirement and PERS, the 2005 legislative session was uneventful; the bills that have resulted in various PERS lawsuits were passed in the previous session. The most recent decision in the Oregon Supreme Court was the City of Eugene case. Subsequently AOF filed another case, the "White" case, which is pending in Multnomah County Circuit Court and will probably take another two to three years before it is completely finished. Additionally, there is a case still alive in the Federal 9th Circuit Court, the "Henderson" case that is scheduled for a decision in a couple of years. There is one additional potential case that could be filed in Multnomah County.

The other retirement-related litigation had to do with the Optional Retirement Plan used by approximately 2700 faculty members in the OUS system. It was successful in restoring the same employer contribution rate as that for PERS, but we expect that in future biennia, there will be attempts to reverse this.

With respect to health benefits and PEBB, the AOF position is that faculty benefits have been diminished. There is authority under a bill passed in 2001 for the OUS to withdraw from PEBB and create our own health plan. Our Governor is not inclined to exercise this option, therefore OUS has been constrained to date.

CUMMINGS asked, with respect to the timing for placing money in the individual accounts, where the money is and who is making the interest on it in the interim. LINDEN remarked that this is probably a lawsuit waiting to happen. Some of the delay is understandable, but the time has really passed for a transition period to be complete.

President's Report

BERNSTINE briefly discussed the points made at the Accreditation exit Interview. Generally, the team was quite positive. PSU received a number of commendations, including the general understanding of faculty and staff of the university's mission, including our commitment to sustainability, our understanding of the need to diversify revenue streams, our efforts to wean ourself from economic dependency, and the University Studies program. There are also a number of recommendations that will appear in the report, for example, one related to hazardous waste. There will be some comments about our need to bolster our infrastructure as we continue to grow our research at such a dramatic rate. A draft of the report will probably be delivered in another week or so. There will be opportunities to comment on the report when it arrives. The commission will adopt its recommendations in January.

CARTER introduced the Provost's budget report, noting that the recent faculty survey indicated that salaries were the most important issue. Therefore the Steering Committee decided that a discussion of long-term strategies for salary improvements would be in this year's agenda, after contract negotiations are concluded. In the short term, we will undertake discussions of other budgetary issues. The Provost has been requested to speak to this issue first, after which, Vice President Cathy Dyck will speak and then Ray Johnson, Budget Committee Chair.

Provost's Report

KOCH started with several announcements. Dean Robert Sylvester has decided to step down and Assoc. Vice Provost Barbara Sestak has been appointed interim dean, in consultation with the faculty through the department chairs. Planning for a search is underway. Nancy Koroloff has been appointed to replace Sestak as Assoc. Vice Provost for Research and Sponsored Projects. Our Capital Construction Proposal for future biennia, a new requirement, was approved at the OUS board meeting on Friday (attached, slides 1-3). Included for 2007-09 are deferred maintenance and renovation of Science Building II, and Social Work relocation into a Student Recreation Center to be constructed on the PCAT block. Included for 2009-11, are funding proposals for expansions of Science and Engineering, Business Administration and the Library. This being mindful that capital construction projects require a 50% match, and that the board will decide which proposals to forward to the legislature.

KOCH yielded to Vice President Dyck, noting that the budget update would have two purposes, to provide a broad overview of the university budget, and provide specific information about this year's budget (attached, slide 4).

DYCK reviewed the university budget components (attached, slides 5-13). She then reviewed revenue for 2005-06 with certain comparisons to the prior biennium (attached, slide 14-15).

KOCH reviewed the Education and General Fund Budget expenses and funding sources for 2005-06 (attached, slide 16-18), noting that these slides appear on the Budget office homepage. He particularly noted that the total 2005-06 E&G Funding Sources include Use of Fund Balance for \$5,949,982, in other words, spending down reserves. KOCH reviewed a comparison of wage expense as a percentage of total E&G over the last three years (attached, slide 19). He concluded with final observations, noting that using the fund balance can only be a one-year solution and next year's budget will have to address the \$6 Million shortfall. He also directing faculty to the web address for the 2005-06 budget exhibit (attached, slide 20-21).

KOCH yielded to Ray Johnson, Budget Committee. JOHNSON noted the committee has had one meeting this year. They briefly discussed several issues associated with state appropriations. Funding at PSU is frozen at 2002-03 enrollment levels; however, PSU has grown faster than any other institution. Revenue is coming more and more from tuition and less from state appropriations. The role of the Budget Committee is not to set the day-to-day budget but to provide a voice on the overall budget and the faculty view on fairness of the overall budget. Last year tuition and fees were

discussed and the committee made a variety of recommendations, which were thoughtfully considered. This year, the committee will again talk about tuition and fees. Winter quarter, they will discuss a variety of issues including enrollment projections for 2006-07. We have to find a way to make the \$6 Million reduction permanent. The question is what will be the process. If we are able to grow our way through some of that, we may not have to come up with the full \$6 Million. A theme that came out of last year's meetings, which the committee continues to keep as a priority is that we have no way of knowing whether a unit is over or under funded, and we need to develop an internal allocation model. When we talk about issues of equity, we need to recognize that not every unit costs the same and not every unit has the same mission.

BRENNAN asked with reference to slide 19, why the percentage of salary and wages went up. DYCK stated that OPE increases have driven up the percentage of costs for salary and wages.

STEVENS noted there has been no reward for enrollment increases and queried if this is a disincentive. BERNSTINE stated that we lobbied very hard to be rewarded for enrollment growth. We lost the argument in the Legislature when it decided to buy down tuition in this cycle. As a result of that action, the board made a decision not to change the funding in this cycle. We were in the awkward position of arguing against buying down tuition. PSU and EOU tried to make the argument to recalculate, but we didn't succeed. The other five institutions would have gone underwater.

COLLIER asked if that calls into question the strategy to grow enrollment. BERNSTINE stated the reverse is also valid. We have to become more tuition dependent because those students bring those dollars with them. We need to change the mix of students. The real question is if we want to make the decision not to grow, and then we will not have that revenue and will then take deeper cuts. The growth strategy has at least allowed us to maintain current operations, with potential to do more. At some point the Legislature will make a decision not to buy down tuition and fund students who are in the system, and we will be in a position to benefit from that. We are poised to go into the next legislative session with all of the institutions arguing that the dollars should follow the students and the growth of the system must be rewarded.

FOUNTAIN queried if the growth is a Ponzi scheme? BERNSTINE stated we have to be strategic about our growth. For example, we need to collaborate with the community colleges. It's about trying to be strategic about the mix of students. We are becoming more like private institutions, that is to say, we are more tuition dependent. The state contribution as a percentage of our total budget is not going to improve.

JACKSON asked if there are restrictions on reserves. DYCK stated that they are there to offset tuition shortfalls, and utility costs, for example.

FLOWER asked if the budget allocation criteria would have public discussions this year. JOHNSON stated he would report to the Senate regularly on that item. He also

referenced the Budget Committee Annual Report from June 2005, which contains their work to date on that item.

SHUSTERMAN noted there are places where she has questions and would like more information, and queried what would be the mechanism for that. With respect to the exponential growth in research, the traditional model is that research faculty do less teaching, so it doesn't look like indirect costs offset increasing instructional costs. CARTER requested she send an email to him as Presiding Officer, and the Steering Committee will attempt to have it answered. He noted, for example, that the issue that came up fourth in the fall faculty survey he conducted, was the lack of support of infrastructure for research.

FOSQUE asked if there is a movement toward privatization. BERNSTINE noted that the tuition buy-down has been a deliberate strategy to keep the costs to students down, but it hasn't been balanced by giving the universities more money to keep the same services and salaries and so on, and this has become the major challenge. The board is having a retreat December 1 and 2. The board members coordinating the retreat have indicated that a number of issues will be discussed, and that everything is on the table including structural issues, for example, whether we ought to be privatized as a system, whether certain campuses ought to move out of the system, etc. Those are issues that will be discussed over the next year or so. The practicality is that we are privatized whether we want to be or not, when only 15% of the budget comes from the legislature. The question is whether there are other benefits of privatization that we don't currently get, for example, we don't get to determine tuition - or determine our benefits package, as was mentioned earlier.

CARTER thanked the Provost, the Vice President and the Budget Committee Chair for their reports. Applause.

D. QUESTION PERIOD

1. Questions for Representatives of the Administration

There were no questions.

2. Questions from the Floor to the Chair

K. BROWN asked if the Writing proposal would be returned to the Senate. CARTER stated, yes, after a decision has been made as to whether it is separable from other issues, for example, the University Studies review.

E. UNFINISHED BUSINESS

None

F. NEW BUSINESS

G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

1. Report of the Interinstitutional Faculty Senate Meeting of October 7-8, 2005

BURNS distributed a handout (attached) containing a summary of the minutes, and slides from a presentation made by Robert Turner, IFS Presiding Officer, to the OUS Board Meeting on Friday, November 4, 2005. With respect to the latter, the IFS has serious concerns about reduction in academic quality based on their work for the last four months. Turner and Burns will attend the board retreat to represent the IFS concerns.

STEVENS noted she didn't see anything about the balance of adjunct/fixed term faculty versus tenure lines. BURNS stated that that is one of the measures. STEVENS noted that the imbalance between regular and fixed term faculty causes decreases in faculty participation in governance. BURNS noted the IFS would agree with that.

BRENNAN asked for a clarification regarding Chancellor Pernsteiner's remarks with respect to differential tuition. BURNS stated that the board is considering this for more expensive programs, for example, Engineering.

RUTER queried if there is an academic beauty committee to look at things you can't measure. BURNS responded that he would ask IFS to take up that issue.

CARTER noted in conclusion that the issue of the ratio of tenure-line versus non-tenure line faculty is number two on the list of faculty concerns from the fall survey, second only to salaries.

2. Curriculum Committee Report on Oregon Transfer Module

LAWRENCE reported, after "D.2." on developments regarding the Oregon Transfer Module. We are required to participate in this module, which includes providing a list of courses for students who want to transfer from PSU to other institutions that fit the a common general education requirement. The University Curriculum Committee has reviewed a list recommended by Vice Provost Rhodes and approved it. The list will be posted on the PSU webpage, on the Admissions page.

CUMMINGS queried if this list requires Senate approval. Lawrence yielded to RHODES for clarification, who noted that this is for outgoing students, and represents approved university courses that are presently used for first year general education purposes, so presumably not.

SHUSTERMAN asked if this needs to be included in advising for incoming students, and do we have to accept the courses from other campuses. RHODES stated, yes, on both counts and added we are currently taking these courses in transfer for first year general education requirements.

H. ADJOURNMENT

The meeting was adjourned at 1635.

Capital Construction Proposal

- Developed in consultation with the Deans, FADM, Government relations and University relations
- Capital projects require 50% match
- Submitted to State Board and approved at the meeting last Friday
- Goes to the E Board in January to determine the projects for which we can raise funds

Capital construction projects

- 2007-09
 - Science Research and Teaching Center
 - \$22.0M deferred maintenance
 - \$ 9.5M Article 11G bonds
 - \$ 9.5M other funds (match to the bonds)
 - Graduate School of Social Work
 - \$10M Article 11G bonds
 - \$10M other funds (match to bonds)
 - \$42M Article F bonds (student rec. center)

Capital construction projects

- 2009-11
 - Venture Center (CLAS and MCECS)
 - School of Business Administration
 - Knowledge Commons (Library)

Budget update

Purpose

- ▣ To provide an overview of the University budget
- ▣ To provide specific information on the 2005-06 budget at the University level

Approach

- ▣ Present complete University budget (where does the 15% state funds come from?)
- ▣ Present the 2005-06 E&G budget (where does my money come from?)
- ▣ Comment on specific aspects

4

PSU - Total University Budget

Budget Components

Education and General
Designated Operations
Service Departments
Auxiliaries
Restricted Funds
Endowment Funds
Plant Funds

5

Education and General E & G Funds

- ▣ Tuition and Fees (For Credit Courses)
- ▣ State Appropriations
- ▣ Indirect Cost Recovery (grants/contracts)
- ▣ Departmental Income (course fees)

6

Designated Operations

- ▣ Continuing Education (non-credit)
- ▣ Self Support Courses (non-credit)
- ▣ Field Trips
- ▣ Workshops
- ▣ Converted Fixed Price Contracts

7

Service Departments

- ▣ Telephone
- ▣ Copy Services
- ▣ Facilities Storeroom
- ▣ Facilities Billings

8

Auxiliaries

- ▣ Housing
- ▣ Student Activities
- ▣ Health Services
- ▣ Parking
- ▣ Athletics
- ▣ Child Care

9

Restricted Funds

- Federal/State Grants and Contracts
- Private Grants and Contracts
- Gifts
- Foundation Funds

10

Endowment Funds

- Quasi Endowment (Designated by PSU)
- Endowment – (Designated by Donor)

11

Plant Funds

- Buildings
- Designated Repair Funds
- Debt Service Reserves

12

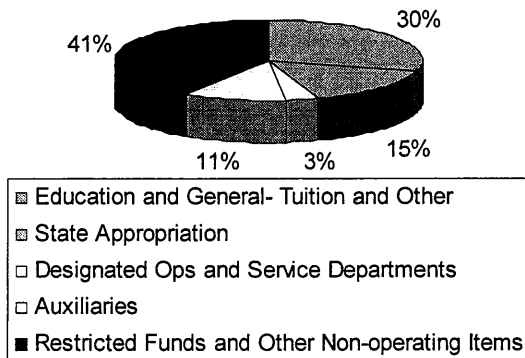
Bonds Available to University System

- Article XI-G Bonds
- Article XI-F Bonds
- COPS- Certificates of Participation

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PSU BUDGET 2005-2006

PSU REVENUE BUDGET ALL FUNDS 2005-06

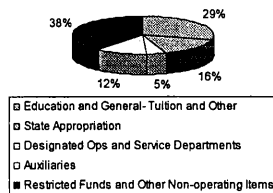


RESTRICTED FUNDS INCLUDES STUDENT FINANCIAL AID FOR COMPARISON PURPOSES-
OUS NO LONGER INCLUDES THESE REVENUES IN OPERATIONS AS OF 2004-05

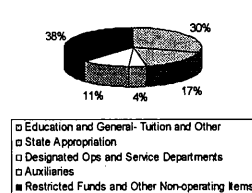
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PSU COMPARISON SOURCES OF REVENUE 2002/2003- 2004/2005

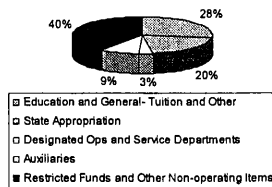
PSU REVENUE ACTUALS ALL FUNDS 2004-05



PSU REVENUE ACTUALS ALL FUNDS 2003-04



PSU REVENUE ACTUALS ALL FUNDS 2002-03

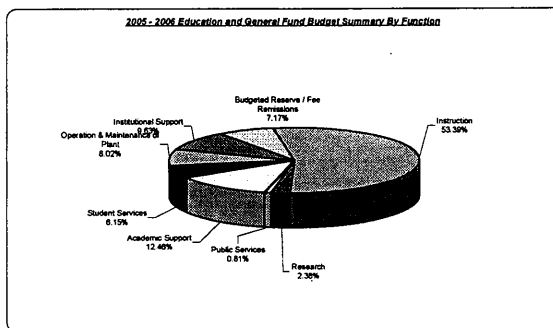


RESTRICTED FUNDS INCLUDES STUDENT FINANCIAL AID FOR COMPARISON PURPOSES-
OUS NO LONGER INCLUDES THESE REVENUES IN OPERATIONS AS OF 2004-05

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Portland State University
Education and General Fund Budget Summary By Function
2005 - 2006 Fiscal Year

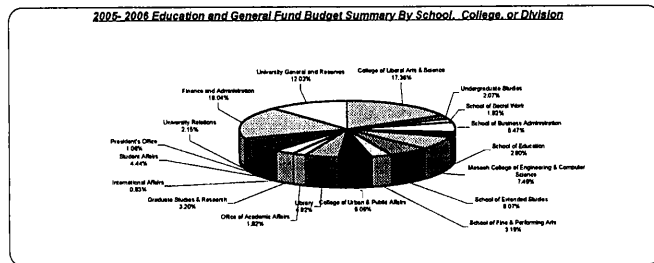
	<u>Total Amount</u>	<u>% of Total</u>
Instruction	\$ 101,737,098	53.39%
Research	\$ 4,534,029	2.38%
Public Services	\$ 1,535,356	0.81%
Academic Support	\$ 23,747,898	12.46%
Student Services	\$ 11,716,725	6.15%
Operation & Maintenance of Plant	\$ 15,275,178	8.02%
Institutional Support	\$ 18,342,556	9.63%
Budgeted Reserve / Fee Remissions	\$ 13,667,645	7.17%
Total Resources for Budgeted Operation	\$ 190,556,485	100.00%



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Portland State University
Education and General Fund Budget Summary By School, College, or Division
2005 - 2006 Fiscal Year

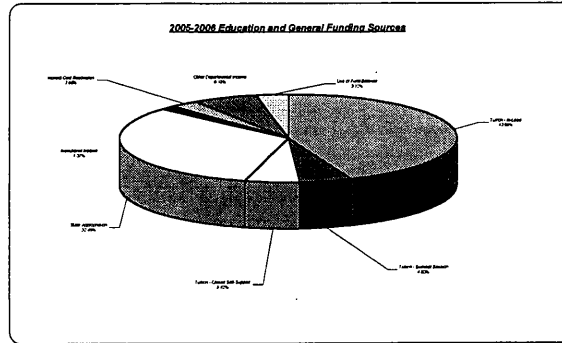
	<u>Total Amount</u>	<u>% of Total</u>
College of Liberal Arts & Science	\$ 33,072,741	17.36%
Undergraduate Studies	\$ 3,942,153	2.07%
School of Social Work	\$ 3,850,357	1.92%
School of Business Administration	\$ 10,419,259	5.47%
School of Education	\$ 5,632,049	2.90%
Maseeh College of Engineering & Computer Science	\$ 14,270,620	7.49%
School of Extended Studies	\$ 11,570,373	6.07%
School of Fine & Performing Arts	\$ 6,071,352	3.19%
College of Urban & Public Affairs	\$ 9,614,610	5.05%
Library	\$ 9,374,229	4.92%
Office of Academic Affairs	\$ 3,472,210	1.82%
Graduate Studies & Research	\$ 6,101,354	3.20%
International Affairs	\$ 1,578,823	0.83%
Student Affairs	\$ 8,452,134	4.44%
President's Office	\$ 2,017,701	1.06%
University Relations	\$ 4,098,901	2.15%
Finance and Administration	\$ 14,384,298	7.55%
University General and Reserves	\$ 27,933,241	14.66%
Total Resources for Budgeted Operations	\$ 190,556,485	100.00%



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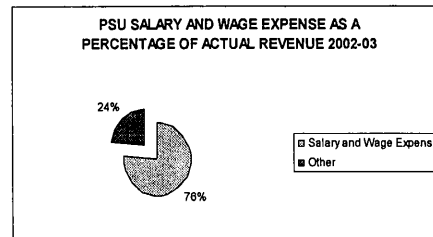
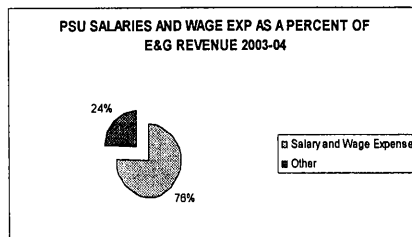
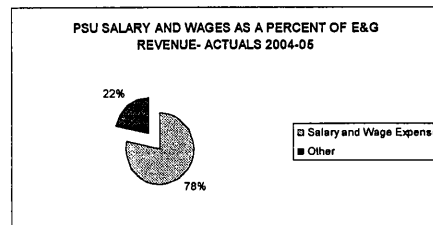
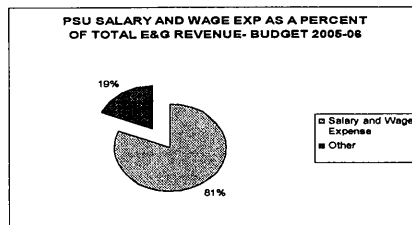
**Portland State University
Education and General Funding Sources
2005 - 2006 Fiscal Year**

	Total Resources	% of Total
Tuition - In-Load	\$ 83,770,897	43.96%
Tuition - Summer Session	\$ 9,198,509	4.83%
Tuition - Classic Self-Support	\$ 10,333,595	5.42%
State Appropriation	\$ 61,915,675	32.49%
Institutional Income	\$ 2,607,015	1.37%
Indirect Cost Recoveries	\$ 5,053,804	2.65%
Other Departmental Income	\$ 11,727,008	6.15%
Use of Fund Balance	\$ 5,949,982	3.12%
Total Resources for Budgeted Operation	\$ 190,556,485	100.00%



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**PSU- COMPARISON WAGE EXPENSE AS A PERCENTAGE OF
TOTAL E&G REVENUE 2002/2003-2005/2006**



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Observations

- There is some uncertainty in these estimates – both income (e.g. tuition income) and expenses (e.g. salaries, utility costs, increases in benefit costs)
- The state contribution to E&G is still a significant portion – approximately one third of the total
- The budget is balanced using nearly \$6M from the fund balance
- This is not a sustainable operation – we will have to address the use of fund balance by increasing revenue, decreasing costs or some combination
- We are developing the 2006-07 budget projection now so we can determine whether this level of shortfall will continue

2005-2006 PSU BUDGET EXHIBIT

PSU'S 2005-2006 BUDGET EXHIBIT WILL
SOON BE POSTED TO THE BUDGET
OFFICE WEBSITE AT

www.bud.pdx.edu

Interinstitutional Faculty Senate Meeting: October 7-8, 2005, OIT (report of PSU Faculty Senate, 11/7/05)

Submitted by Scott Burns, PSU member of IFS

(Official minutes found at: <http://darkwing.uoregon.edu/~ifs/dir05/MinIFSOct05.html>)

- 1) Messages from Chancellor Pernsteiner:
 - a) Strategic Plan/Long Range Plan – topic of committees for last year and board retreat on December 1-2, 2005
 - 1) Differential tuition?? New forms of instructional delivery??
 - 2) **AEED Committee** (Academic Excellence & Economic Development): finally recognition of research in the state; **SB 853** - \$10 million in tax credits to donors who help move good idea for a business before venture cap.
 - 3) **EDP Committee** (Excellence in Delivery and Productivity Workgroup; More, Better Faster Committee) – aligning K12/CC/OUS; **SB 342**: transfer issues from HS to OUS and among OUS bodies; AAOT – Associated Arts Oregon Transfer Degree, applied along with uniform credits for Advanced Placement and early college programs; pushing Atlas program instead of uniform 100/200 courses; **SB300** – High School Acceleration Bill – allows high school students at access college credits while in high school – in rule-making process now)
 - 4) **Access & Affordability Committee** – got funds for student grants; looking into money for enrollment growth
 - b) Salaries – need to track failed & diminished searches; comparisons with our comparators got us nothing in legislature; costs of startups is huge;
 - c) Academic Quality – is 27:1 ratio ok? Enrollment caps? Measures for assessing quality
- 2) OIT Compensation Plan – Faculty Senate President (Brad Burde) – equity adjustments, discipline comparators, merit, compression. Recommendations: institutional floors for ranks, move faculty to 87.5% of comparators averages (\$330,000), to move to 95% of comparators (\$1.2 million), correct inequities, establish merit system (working on it),
- 3) New Officers selected for 2006: Scott Burns, President; Mina Carson (OSU) VP, Marye Hefti (OIT) Secretary),
- 4) Academic Quality - Saturday morning spent discussing this plus lots of emails on the topic. We are concerned with the degeneration of quality as numbers of students increase and funding/numbers of faculty decrease. How does one measure this? There are two components: research and instructional. (see handouts of power point presentation for OUS board meeting, 11/4/05). Third part of the report discusses comparators – do we use old ones or new ones? (not released yet).

ACADEMIC QUALITY
AT OUS INSTITUTIONS

A REPORT BY
THE OREGON INTERINSTITUTIONAL FACULTY
SENATE

-November 2005 -

IFS: ACADEMIC QUALITY

IFS ACADEMIC QUALITY DOCUMENT

Summer 2005 - drafted by an IFS committee

October IFS meeting -discussed by entire IFS

November OUS Board meeting -presentation to Board

HAS NOT BEEN DISTRIBUTED ON ANY OUS
CAMPUS OR TO ANY FACULTY SENATE

THE PRODUCT OF IFS

IFS: ACADEMIC QUALITY

- 1 -ACADEMIC QUALITY:
 - DEFINITION & MEASUREMENT
- 2 -P ERFORMANCE INDICATORS:
 - INDIRECT MEASURES OF ACADEMIC QUALITY
- 3 -P ERFORMANCE INDICATORS:
 - OUS INSTITUTIONS' PEERS

IFS: ACADEMIC QUALITY

- 1 Academic Quality:
 - RESEARCH QUALITY EDUCATIONAL QUALITY
- 2 Research Quality - focus on institutions
 - To be at the forefront of expanding the frontiers of our knowledge
 - To generate a workforce of top flight scientists, educators and researchers for the public and private sectors
 - To provide the businesses and institutions of our state and country with the intellectual capital to maintain and protect our nation's pre-eminence in the global economy

IFS: ACADEMIC QUALITY

PERFORMANCE INDICATORS: RESEARCH QUALITY

Input	Output
ratio of research-active faculty to FTE	# of faculty & student authored papers in peer-reviewed journals/FTE
grant funds/FTE	grad program's national ranking
ratio of # of grad students to # of undergrads	grad students graduation rate
ratio of grad degree programs to undergrad degree programs/majors	ratio of # of grad degrees issued to total undergrad grad students
incoming students GRE scores	median time to graduation

IFS: ACADEMIC QUALITY

1 Educational Quality - individual student

To acquire and integrate knowledge
To think logically, critically and creatively
To express oneself with clarity
To be a good citizen

2 How is educational quality measured?

3 What are the shortcomings of the measures of educational quality?

IFS: ACADEMIC QUALITY

PERFORMANCE INDICATORS: EDUCATIONAL QUALITY

Input	Output
# full time students/# full time faculty	4 yr & 6 yr graduation rate
incoming freshmen SAT/ACT & HS GPA	% incoming students graduate same institution (retention)
% faculty with PhDs	% grads earning advanced degree
% full time, tenure-related faculty	% grads receiving competitive natnl recognition for undergrad academics
student-related spending /FTE & /student	
% undergrads doing research	

IFS: ACADEMIC QUALITY

How well do the performance indicators assess educational quality?

Any one output performance indicator may be impacted by several input performance indicators &/or other factors, *e.g.*,

graduation rate may be affected by:

SAT/ACT scores/HS GPA

OR hours working

OR lack of familiarity with university environment

Performance indicators are indirect measures of:

1. knowledge acquisition & integration
2. thinking logically, critically & creatively
3. clarity of expression
4. good citizenship

IFS: ACADEMIC QUALITY			
Category of Evaluation	Strengths	Challenge/Deficiency	Current Applications
Tests of Learning Gains	direct assessment of change in intellectual skills	expensive, "teach to the test," test-taker motivation, difficult to compare institutions	Lumina Foundation, Cambridge U. TSA
Survey of Graduates	academic activities thought to develop intellect, graduate success	expensive, test-taker motivation & recall, difficult to compare institutions	NSSE, OUS Survey
Institutional Ranking	wide circulation, students use to select university	"beauty contest," only <u>approximates</u> academic quality	US News & World Report
Performance Indicators	easy data collection, quantitative, compares institutions	indirect measures of academic quality	Oregon Benchmarks, - OUS & Many Others

IFS: ACADEMIC QUALITY

"Do we measure what we value or value what we measure?"

IFS: ACADEMIC QUALITY

Improved Assessment of Educational Quality

- One Possibility-

1. learning assessment test to 1st term & final term students
each OUS institution: statistically valid sample
2. survey graduate experience, satisfaction & success
3. performance indicator data collection
permits "drilling" each p. i. for factors affecting it
(grad rate: high cost, poor advising, poor prep)
4. analysis of all of the above:
consistent results
impact of individual external factors

MEMORANDUM

November 16, 2005

TO: Faculty Senate

FROM: Wayne Wakeland
Chair, Graduate Council

RE: Submission of Graduate Council for Faculty Senate

The following proposals have been approved by the Graduate Council, and are recommended for approval by the Faculty Senate.

New Programs

- Ph.D. in Mechanical Engineering

New Courses

- EPFA 582 Teaching, Learning, and Curriculum I, 2 cr
- EPFA 583 Teaching, Learning, and Curriculum II, 2 cr
- EPFA 573 Educational Leadership Project I, 1 cr
- EPFA 574 Educational Leadership Project II, 1 cr
- EPFA 575 Educational Leadership Project III, 1 cr
- EPFA 516/616 Collaborative Ethnographic Research Methods, 4 cr
- EPFA 517/617 Ecological and Cultural Foundations of Learning, 4 cr
- EPFA 519 Sustainability Education, 4 cr

Changes in existing courses

- PHE 550 Health Promotion Program Planning, change from 3 to 4 cr

Proposal Summary

Ph.D. in Mechanical Engineering

Overview

After several economic cycles in which Oregon's fortunes have been heavily dependent on a single industry, the state is slowly moving towards a more diverse economy. This diversity includes both established and emerging industry clusters. Examples of established industries include high technology (e.g. silicon- and software-based), transportation equipment, metal casting, bridge, pipe, and steel manufacturing, and sports apparel and equipment. Emerging industry clusters include displays, medical equipment, alternative energy and others that want to take advantage of Portland's sustainable, progressive philosophy. The companies that populate these emerging industries tend to be small to midsize (200 or fewer employees); many of these employees are highly motivated and energetic. These key employees contribute their talents to the company and to the state of the art in their field.

Currently, companies must import the highly-trained mechanical engineers needed to provide state-of-the-art research and development. No Ph.D. programs in Mechanical Engineering are currently offered in the Portland metropolitan area, the center of this industrial growth. Portland State University has an ability to reach many potential Ph.D. students from the general population as well as from local industry. Hence, developing a Ph.D. program at PSU in Mechanical Engineering makes good sense for the following reasons:

- Many place bound students currently working for local industry need advanced mechanical engineering graduate education to better serve their employers.
- Ph.D. programs produce state-of-the-art research locally to support the competitive needs of local industry and government, and to foster the innovation necessary to create a diverse and vibrant regional economy.
- Ph.D. programs offer university faculty greater scholarly opportunities, allowing PSU to recruit high quality faculty members to sustain the quality reputation of its programs.

Evidence of Need

The demand for graduate level engineering education in the Portland metropolitan area has dominated the growth of engineering programs for years. All recent developments by the Oregon University System, such as OCATE and OCECS, have focused on graduate education. Senate Bill 504 was passed that mandated programs to serve all of the graduate engineering programs of the area. A natural part of that comprehensive program is discipline-specific Ph.D. programs at PSU. Being one of PSU's core programs, Mechanical Engineering is a crucial part of that expansion. Attached in Appendix 2 of the complete proposal are letters of support for this program from three major committees representing the college MCECS Industrial Advisory Board, the MME Industrial Advisory Board, and the OMI board of Directors.

Departmental records also document the demand for Ph.D. degrees at PSU. Of the last 240 inquiries of graduate programs in Mechanical Engineering, 42% have sought Ph.D. degree information. Informal surveys of local industry reveal that Ph.D. opportunities in the Portland area are one of the most important attractants for new engineering hires.

While many employers of engineers target baccalaureate graduates for entry level positions, their growing interest in graduates from our Master's program is demonstrated by the many offers that each graduate has received and the concomitant high salary incentive. As technology pushes these same companies to seek ever more highly educated engineers, they seek graduates with Ph.D. degrees who can work on the complex problems that they must solve to remain competitive. Furthermore, the demand for more qualified baccalaureate graduates puts a strain on the educational system, which needs well-qualified Ph.D. graduates to join the faculty to support engineering education. Graduates from the proposed Ph.D. program in Mechanical Engineering would naturally flow into both of these areas of critical need.

Course of Study

There are several guiding principles in the establishment of the curriculum:

- The doctoral degree implies depth of knowledge in the thesis/major area, and also some significant breadth of knowledge in areas outside the thesis area.
- The doctoral candidate is expected to have good oral and written communication skills, superior technical ability, and demonstrated ability to assess the scope of research projects.

To support these guiding principles, the doctoral studies should occur in the following framework:

- Entrance into the Ph.D. program requires a passing result on a Ph.D. fundamentals exam, with both written and oral components, to be administered by the Ph.D. Program Committee of the Mechanical and Materials Engineering Department. The student must select and receive a passing score in four subjects of the six offered for the exam (heat transfer, thermodynamics, fluid mechanics, engineering mechanics, system dynamics and vibration, and machine design). The fundamentals exam should be taken during the student's MS program, or during the first year of post-MS study. The Ph.D. Program Committee will assess the student's performance and assign a grade of "pass", "fail", or "conditional pass". At the discretion of the committee a conditional pass may require that the student retake one or more sections of the exam or meet a related coursework requirement. Students who fail the fundamentals exam twice will be required to leave the program.
- Typically 6-12 months after passing the fundamentals exam, the student prepares a proposed plan of coursework and a thesis proposal. The student presents and defends the proposed coursework and proposed thesis research to the Mechanical Engineering faculty. The oral presentation and defense of these proposals constitute a comprehensive research exam. Students are not allowed to begin substantial research work until they pass this exam. Students who fail the exam twice will be de-enrolled from the Ph.D. program.
- After passing the comprehensive research exam students will continue their thesis research (typically for 1 to 2 years) and complete their PhD program by presenting a written dissertation that conforms to university guidelines and an oral defense of this dissertation.
- In the sustained program mode at least 75% of the required credits should be taken in the Mechanical and Materials Engineering Department. During the start-up phase this percentage may be reduced as deemed appropriate by the PhD Program Committee.
- A minimum of 36 graduate level credit hours is required beyond the Masters degree. These credits do not include research credits. A minimum of 27 additional research/dissertation credits are required.
- Courses outside the Department are generally acceptable subject to approval by the student's Ph.D. Committee

Courses will be populated with a mixture of PhD students and thesis-MS students, and as the classes and program grow to become self-sustaining, more teaching positions will be added.

Resources

Faculty - The MME Department currently has fifteen full-time faculty. All hold the Ph.D. degree and will participate in direction of PhD students. Faculty members are Graig Spolek, Faryar Etesami, David Sailor, Gerald Recktenwald, Mark Weislogel, Sung Yi, Victor Li, David Turcic, Chien Wern, Hormoz Zareh, James VanWinkle, Jack Devletian, Lemmy Meekisho, William Wood, and Derek Tretheway.

Graduate Programs - The MME Department currently offers the following graduate degrees: Master of Science in Mechanical Engineering, Master of Engineering in Mechanical Engineering, and Master of Science in Materials Science and Engineering. Students from these programs will feed the proposed PhD in Mechanical Engineering. PhD Mechanical Engineering students currently participate through the System Science program.

Space - The MME will move into the Northwest Center for Engineering, Science, and Technology in December, 2005. This new building provides 130,000 ft² of space and 46 laboratories. Several laboratories have been designed specifically to support PhD-level research. Office space for PhD students, with ready access to advisors, is explicitly included in this building.

Equipment - Equipment for PhD-level research is available in existing labs. Recently, two NSF equipment grants (\$576K) were received to allow acquisition of special-purpose research equipment for the field of microfluidics, an area of great technical interest to PhD students.

Funding - A modest annual \$35K budget has been requested of MCECS to support two PhD students as teaching assistants. Most students will be supported by externally funded research. The MME Department's external funding has grown steadily in recent years, and is expected to sustain growth: 2000 - \$270K; 2001 - \$610K; 2002 - \$760K; 2003 - \$810K; 2004 - \$940K; 2005 - \$1,300K.

November 8, 2005

**Education Policy Committee (EPC)
Fall 2005 Quarterly Report**

Committee Members: Judy Andrews, Mary Ann Barham, Richard Beyler, Darrell Brown, Marek Elzanowski (chair), Marcia Fischer, Darlene Geiger, Barbara Guetti, Brad Hansen, Raymond Johnson, Judy Patton, Bee Jai Repp, Craig Shinn, Gwen Shusterman.

According to the Constitution of the PSU Faculty, the Educational Policy Committee (EPC) shall advise the Faculty Senate and the President on educational policies and planning for the University. The Committee shall:

- 1) Serve as the advisory board to the President and to the Faculty Senate on issues of policy and planning for the University,*
- 2) Take notice of developments leading to such changes on its own initiative, with appropriate consultation with other interested faculty committees, and with timely report or recommendation to the Faculty Senate,*
- 3) Receive and consider proposals from appropriate administrative officers or faculty committees for establishment, abolition, or major alteration of the structure or educational function of departments, distinct programs, interdisciplinary programs, schools, colleges, or other significant academic entities,*
- 4) In consultation with appropriate Faculty committees, recommend long-range plans and priorities for the achievement of the mission of the University,*
- 5) Undertake matters falling within its competence on either its own initiative or by referral from the President, faculty committees, or the Faculty Senate.*

Since its first meeting on October 10, 2005, the EPC has conducted the following business:

- Discussed re-convening the EPC-UCC Subcommittee on Approval Requirements for Online/Distance Programs. EPC felt strongly that the discussion on the online/distance course and program offerings and, in particular, the approval process of such programs should continue and that the EPC-UCC Subcommittee was the proper venue for such a conversation. Subsequently EPC chair approached the University Curriculum Committee (UCC) with the request to re-constitute last year EPC-UCC Subcommittee on Approval Requirements for Online/Distance Programs.
- Familiarized itself with the Report of the Ad Hoc Committee to Review Governance (CFG) and is currently discussing ways to act on its recommendations, as directed by the motion of the Faculty Senate of June 6, 2005. In particular, at the meeting on October 24th, the Committee interviewed Lawrence Wheeler, the chair of the Ad Hoc Committee, discussing among other issues the origin of the recommendations made in the report as well as whether the comprehensive implementation of the

recommendations would not require amending or even rewriting the Constitution.

- Although the motion of the Faculty Senate directed the EPC to appoint a subcommittee to review the CFG report the Committee decided to review the report first by:
 - Identifying the specific issues raised by the CFG,
 - Prioritizing the identified issues,
 - Considering action upon each of the issues which could result in proposing a specific Faculty Senate action, appointing a subcommittee, deferring the issue to another committee, or deliberating the issue further within the EPC.
- After identifying 8 specific issues from the CFG report and attempting a rough prioritization of them the EPC is currently scheduled to discuss these issues individually with the objective of proposing concrete actions.